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ABSTRACT

This book describes the outcomes of a longitudinal study of 210 British children that compared the recognized and the unrecognized gifted with their classmates. It describes what has happened to them and their families as they have grown up in very different circumstances, in poverty or wealth, through many types of schooling and life opportunities. The book debunks many myths about the development of the gifted and provides insights into their special situations. Suggestions are made for much needed changes in care and education of the gifted, not only for their own fulfillment and happiness, but also for the future of society. The "Sports Approach" to gifted education is recommended, in which students can opt for extra education courses in the same way as those who are talented and motivated can select themselves for extracurricular sports. In the Sports Approach, identification of the gifted is process-based and continuous and includes multiple criteria. These provide indicators for each course of action and provision, present the pupil's abilities as a profile rather than as a single fixture, employ sharper criteria at subsequent learning stages, recognize attitudes affected by outside influences, and involve students in educational decision-making. (Contains 62 references.) (CR)

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